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Nursery Rhyme
READERS

Little Miss Muffet

Illustrated by Virginia Allyn



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12 11 10 9 8 7 6 5 4 3 2 1 10 11 12 13 14 15/0





sat on a tuffet,





Along came a spider,



who sat down beside her,



and frightened



Teaching Tips

To enhance children's reading experiences, use these tips as you introduce and share the Nursery Rhyme Readers.

Before Reading

Show the cover of the book and read aloud the title. Have children comment on the cover illustration and tell what they know about the nursery rhyme. Since nursery rhymes often contain unfamiliar vocabulary, skim the book and introduce any vocabulary that will help children's understanding of the story. For example, for *Little Miss Muffet*, discuss *tuffet*, *curds*, and *whey*.



During Reading

The first time through, read the nursery rhyme aloud from beginning to end to let children hear the rhyme, enjoy it, and get a feel for the language. On subsequent readings, help engage children in the reading process by following these suggestions.

- * Model reading for children by tracking a line of print from left to right, turning the pages, and using picture clues. Invite children to comment on the illustrations on each page.
- * Reread the story, asking children to listen for words that rhyme. Then read aloud again, this time stopping at words that rhyme and letting children chime in on them. Next, invite children to join in for a shared reading, pointing to each word as you read it.
- * Model strategies for decoding words, such as finding beginning sounds, using picture clues, and sounding out words.
- * Point out punctuation and capital letters. Discuss what symbols such as periods, commas, questions marks, and exclamation marks mean, and how they affect the reading of the rhyme.
- * Invite children to clap their hands along with you to the rhythm of the rhyme as you read aloud.

After Reading

Help children respond to the nursery rhyme by following these suggestions.

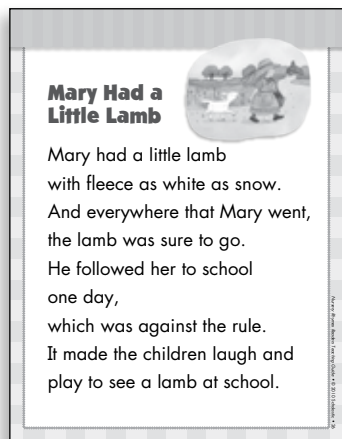
- * Ask questions to check for understanding. For example, after reading *Humpty Dumpty*, ask questions such as: *What happened to Humpty when he fell? Who tried to help Humpty after he fell? Why couldn't the king's horses and men put Humpty back together?*



- * Ask children if they liked the rhyme, and what they liked most or least. Have them retell the rhyme in their own words.

Using the Reproducible Nursery Rhyme Pages

After reading a nursery rhyme several times, give children a copy of the nursery rhyme reproducible to use for independent reading, for reading in pairs or groups, for classroom activities, and for sharing with family members. These pages are a great way to encourage repeated readings, develop fluency, and to do specific skill work.



Have children make a folder of the nursery rhyme pages. Provide a blank folder for children to title “My Nursery Rhymes,” and let them decorate it. Have them insert the nursery rhymes as they read them. They can also keep the Nursery Rhyme Reader Log in the folder, as well as activity sheets that they complete. Let children take home the folder to share with family members from time to time.

Have children follow along as you read the rhyme, tracking the print as you read. Ask them to underline or circle the rhyming words on their sheet. Also use the pages to have children identify specific letters, words with specific consonants, blends, vowel patterns, phonograms, and sight words. (You might wish to enlarge one copy of the rhyme and place it on an easel for children to see.)

Some of the lesson pages have specific suggestions for using the reproducible versions of the nursery rhymes.

Using the Lesson Pages and Reproducible Activity Pages

For each Nursery Rhyme Reader, use the activities on the lesson page found in this teaching guide to delve further into the areas of phonemic awareness, phonics, comprehension, vocabulary, reading, and writing. Each nursery rhyme includes a reproducible activity page specific to it. Spread the lesson and activities for each rhyme over several days.



Name Jack

Mary Had a Little Lamb
Write Your Own Story!

Mary's lamb followed her to soccer
practice.

What happened? It got the ball and
butted it into the goal.

Little Miss Muffet



Little Miss Muffet
sat on a tuffet,
eating some curds and whey.
Along came a spider,
who sat down beside her,
and frightened
Miss Muffet away!

Little Miss Muffet

Learning With the Nursery Rhyme

See pages 6–7 for suggested ways to read and share the book with children. Then focus on the following activities.

What Is It? Ask children if they can tell what the word *tuffet* means and how they know. Point out that they can use picture clues and word clues to figure out the word's meaning. The word *sat* lets them know that Miss Muffet is sitting on something, and the picture shows them what it is. Explain that a tuffet is an old-fashioned word for a low stool with a soft cushion on it. Then, ask children to follow the same process for the phrase *curds and whey*. Explain that this is a food from long ago that is like cottage cheese. Next, use nonsense words instead of real words and give children clues to guess the word's meaning. For example:

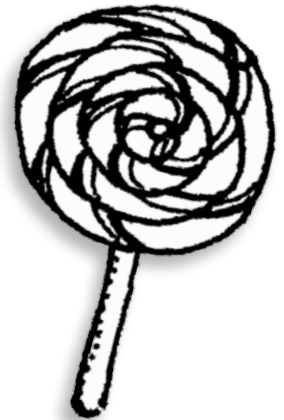
What is a *glubok*?

It is a sweet, sticky treat.

You hold it in your hand on a stick.

You lick it.

(a lollipop)



Rhyme It! Write *uffet* on chart paper and have children read the pattern aloud with you. Then write *M* on a sticky note and add it to *uffet* and have children blend the word: “/m/ . . . uffet.” Now write *t* on a sticky note and have children blend the word: “/t/ . . . uffet.” Continue changing the beginning letter to make nonsense words, inviting children to suggest consonants or consonant clusters to add. Next, ask children to complete new rhymes such as the ones below, and also encourage them to dictate their own new rhymes.

Little Miss Bear sat on a chair.

Little Miss Ked sat on a bed.

Little Mr. Mike sat on a bike.

Little Mr. Slouch sat on a couch.

Oh, My! Invite children to share their feelings about spiders. Do they like them? Are they scared of them? What would they do if a spider came near them? Extend the discussion to talk about other things children are afraid of and how they handle their fears. Then, copy and distribute the story prompt sheet on page 43. Have children write or dictate to complete the sentences and then draw a picture to illustrate it. Invite children to share their pages with the class.

Double Letters Distribute the reproducible version of the nursery rhyme. Have children circle the double letters in the words *Little*, *Miss*, *Muffet*, and *tuffet*. Invite them to look around the classroom and in books to search for words with double letters. Have them write (or dictate) the words on index cards. Post them on a bulletin board and have children circle the double letters. Here are some words to get started: *letter*, *hiccups*, *running*, *silly*, *mitten*, *kitten*, *wiggle*, *buzz*, *hiss*, *penny*, *eggs*.

Name Lily

Little Miss Muffet
Oh, My!



I am frightened when I have a bad
dream

I feel better when my mom comes
in and tells me everything
is ok.

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Name _____

Little Miss Muffet

Oh, My!



I am frightened when _____

_____.

I feel better when _____

_____.